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ABSTRACT

These unit planning grids for grade 5 music education in Delaware public schools outline nine standards for students to attain in music. Standards cited in the grids are: (1) students will sing, independently and with others, a varied repertoire of music; (2) students will perform on instruments, independently, and with others, a varied repertoire of music; (3) students will improvise melodies, variations, and accompaniments; (4) students will compose and arrange music within specific guidelines; (5) students will read and notate music; (6) students will listen to, describe, and analyze music and music performances; (7) students will evaluate music and music performances; (8) students make connections between music, the other arts, and other curricular areas; and (9) students will understand music in relation to diverse cultures, times, and places. Each standard presents specific goals for students to attain and lists performance indicators. (BT)

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Delaware Department of Education

Unit Planning Grids for Music - Grade 5

SO 033 705

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MUSIC UNIT PLANNING - GRADE 5

Standard 1: **Students will sing, independently and with others, a varied repertoire of music.**

A. Students will sing alone with accuracy using good breath control, and within their singing ranges.

B. Students will sing expressively a varied repertoire of solo and choral literature with a difficulty level of 1, including some songs performed from memory.

C. Students will sing music representing diverse genres and cultures, with expression standard for the work being performed, some in the original language.

D. Students will sing partner songs, rounds, and songs with ostinatos.

E. Students will sing in groups, blending vocal timbres, matching dynamic levels, and responding to the gestures of a conductor.

For choral ensemble or class, add:

F. Students will sing a repertoire of choral literature with expression and technical accuracy, with a difficulty level of 2, including some songs performed from memory.

PERFORMANCE INDICATORS	UNIT NUMBERS																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
5.701 sing accurately and independently.																		
5.702 sing using proper diction, correct posture, and proper breathing.																		
5.703 sing expressively using given dynamics.																		
5.704 sing using given phrasing.																		
5.705 sing using given interpretation.																		
5.706 sing a varied repertoire of songs representing genres and styles from diverse cultures.																		
5.707 sing a varied repertoire of songs representing genres and styles with expression standard for the work being performed, some in the original language.																		
5.708 sing songs in unison, songs with ostinatos, rounds, and partner songs.																		
5.709 sing in groups, blending vocal timbres and matching dynamic levels while responding to the gestures of a conductor.																		
5.710 sing a repertoire of choral literature with expression and technical accuracy with a difficulty level of 2 including some songs from memory.																		

MUSIC UNIT PLANNING - GRADE 5

Standard 2: Students will perform on instruments, independently and with others, a varied repertoire of music.

A. Students will perform accurately on at least one instrument, in solo and groups, with appropriate technique.

B. Students will perform expressively, using given dynamics, phrasing, and interpretation.

C. Students will perform music representing diverse genres and cultures, with expression, and on instruments appropriate for the work being performed.

D. Students will perform by ear melodies on a melodic instrument and accompaniments on a harmonic instrument.

E. Students will perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the gestures of a conductor.

F. Students will perform independent instrumental parts while other students sing or play contrasting parts.

For instrumental ensemble or class, add:

G. [Begins in grade level 6-8]

	PERFORMANCE INDICATORS	UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
5.711	perform accurately on at least one instrument in solo and in groups using standard technique.																		
5.712	perform expressively using given dynamics.																		
5.713	perform using given phrasing.																		
5.714	perform using given interpretation.																		
5.715	perform music representing diverse genres and cultures with expression and on instruments consistent with the work being performed.																		
5.716	perform by ear accompaniments on a harmonic instrument.																		
5.717	perform by ear melodies on a melodic instrument.																		
5.718	perform in groups, blending instrumental timbres and matching dynamic levels while responding to the gestures of a conductor.																		
5.719	perform independent instrumental parts while other students sing or play contrasting parts.																		

MUSIC UNIT PLANNING - GRADE 5

Standard 3: Students will improvise melodies, variations, and accompaniments.

A. Students will improvise melodies using a variety of traditional, nontraditional, and electronically produced sounds.

B. Students will improvise short melodies that are unaccompanied, performed over given rhythmic accompaniments, or performed over simple chord progressions, meter, and tonality.

C. Students will improvise simple ostinato (repeated patterns) accompaniments.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
5.720	improvise melodies using a variety of traditional, nontraditional, and electronically produced sounds.																		
5.721	improvise melodies using computers.																		
5.722	improvise short unaccompanied melodies.																		
5.723	improvise short melodies performed over given rhythmic accompaniments.																		
5.724	improvise short melodies performed over simple chord progressions.																		
5.725	improvise simple ostinato accompaniments.																		

MUSIC UNIT PLANNING - GRADE 5

Standard 4: **Students will compose and arrange music within specific guidelines.**

A. Students will create short songs and instrumental pieces.

B. Students will arrange short songs and instrumental pieces.

C. Students will use a variety of traditional, nontraditional, and electronically produced sound sources when composing.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
5.726	create short compositions employing the elements of music using standard notation.																		
5.727	arrange short compositions employing the elements of music using standard notation.																		
5.728	use a variety of traditional, nontraditional, electronically produced sound sources when composing.																		

MUSIC UNIT PLANNING - GRADE 5

Standard 5: **Students will read and notate music.**

A. Students will read and perform whole, half, quarter, eighth, sixteenth, and dotted notes and rests in a variety of simple and compound meters.

B. Students will read and perform pitch notation using a system of musical syllables, numbers, or letters.

C. Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression and interpret them when performing.

D. Students will use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns with the aid of manipulatives and computer programs.

For choral or instrumental ensemble or class, add:

E. [Begins in grade level 6-8]

	PERFORMANCE INDICATORS	UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
5.729	read and perform rhythms containing whole, half, quarter, eighth, sixteenth notes and dotted notes, and rests in simple meter.																		
5.730	read and perform short passages of note and rest patterns in compound (6/8) meter using half, quarter, eighth and dotted notes and rests.																		
5.731	read and perform pitch notation using a system of musical syllables, numbers, or letters.																		
5.732	identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.																		
5.733	apply the knowledge of standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression when performing.																		
5.734	use standard symbols to notate meter, rhythm, pitch, and dynamics with the aid of computer programs.																		

MUSIC UNIT PLANNING - GRADE 5

Standard 6: **Students will listen to, describe, and analyze music and music performances.**

A. Students will listen and move to music that contains changes and contrasts of musical elements.
B. Students will listen to and identify the sounds of a variety of instruments and voices.
C. Students will identify specific music events in a given aural example using appropriate terminology.
D. Students will analyze the elements of music in aural examples.
E. Students will identify song forms aurally (e.g., AB, ABA, canon).
F. Students will describe music notation, instruments, voices, and performances using appropriate terminology.
G. [Begins in grade level 9-12]
H. [Begins in grade level 9-12]

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
5.735	listen and move to music that contains changes and contrasts of musical elements.																		
5.736	identify common instrumental and vocal ensembles.																		
5.737	identify specific music events in a given aural example using correct terminology.																		
5.738	analyze how elements of music are used in aural examples.																		
5.739	identify forms of AB, ABA, ABC, ABACA repeated patterns, call and response, and themes and variations in aural examples.																		
5.740	describe music notation, instruments, voices, performances using correct terminology.																		

MUSIC UNIT PLANNING - GRADE 5

Standard 7: Students will evaluate music and music performances.

A. Students will develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

B. Students will explain personal preferences for specific musical works and styles using appropriate music terminology.

C. Students will evaluate the quality and effectiveness of their own and others' performances by applying specific criteria appropriate for the style of the music.

D. Students will evaluate a given musical work and determine what musical qualities or elements were used to evoke feelings and emotions.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
5.741	develop criteria to evaluate the quality and effectiveness of compositions and performances.																		
5.742	apply the developed criteria in their own listening and performance.																		
5.743	explain personal preferences for specific musical works and styles using correct music terminology.																		
5.744	evaluate the quality and effectiveness of their own performances and those of others employing criteria specific to the particular style of music.																		
5.745	evaluate a given musical work and determine what musical qualities were used to evoke feelings and emotions.																		

MUSIC UNIT PLANNING - GRADE 5

Standard 8: Students make connections between music, the other arts, and other curricular areas.

A. Students will compare similarities and differences in the meanings of common terms used in the various arts.

B. [Begins in grade level 6-8]

C. Students will identify ways in which principles and subject matter of other disciplines are interrelated with those of music.

D. Students will identify the roles of creators, performers, and others involved in the production and presentation of the arts.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
5.746	compare similarities and differences in the meanings of common terms (e.g. texture, color, form, etc.) used in the various art forms.																		
5.747	identify ways in which principles and subject matter of other disciplines are interrelated with those of music.																		
5.748	identify the roles of creators and performers involved in the production and presentation of the arts.																		

MUSIC UNIT PLANNING - GRADE 5

Standard 9: Students will understand music in relation to diverse cultures, times, and places.

A. Students will identify aural examples of music from various historical periods and diverse cultures by genre or style.

B. Students will describe how elements of music are used in music of various cultures.

C. Students will identify and describe roles of musicians in various cultures.

D. [Begins in grade level 6-8]

E [Begins in grade level 6-8]

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
5.749	identify aural examples of music from various historical periods.																		
5.750	identify aural examples of music from various cultures by genre or style.																		
5.751	describe how elements of music are used in music of various cultures.																		
5.752	identify and describe the roles of musicians in various cultures.																		

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